

Portland State University
Graduate School of Education
Department of Curriculum and Instruction
Winter 2014




Course Title: **TOP: Research Seminar**
 Course Number: CI 610-001 (CRN# 40809)
 Credits: 2 credits
 Class Meetings: Fridays Jan. 10th, Jan. 31st, Feb. 21st, & Mar. 14th: 5:00-9:00pm; ED 414
 Saturday Feb. 22nd: 9:00am-1:00pm; ED 414

Instructors:	Micki M. Caskey, Ph.D.	Dannelle D. Stevens, Ph.D.
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Disability Access Information

If you require accommodations (e.g. special seating, interpreter, note-taker, etc.), please inform your instructor immediately. Students with disabilities should register with the PSU Disability Resource Center (503-725-4150; TTY or Relay 503-725-4178) to document their need for accommodations and obtain support services. I will work with you to arrange the supports you need in this class.

Conceptual Framework

Vision - Preparing professionals to lead life-long learning and development within our diverse communities.			
 <p>Diversity and inclusiveness—Advocacy for fairness and respect Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)</p>	 <p>Research-based practices and professional standards—Professionalism Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p>	 <p>Impact on learning and development—Commitment to learning Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)</p>	 <p>Evidence-informed decision making—Reflection Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p>

Course Description

This course is the first of a series of three Research Seminars (fall, winter and spring) for students in the GSE doctoral program with a specialization in Curriculum and Instruction or Special Education. This seminar focuses on development of their dissertation research proposal including the theoretical framework and review of the literature. Students examine research designs, sampling methods, and ethics related to their research topics. Students consider issues

of social justice, produce scholarly writing, expand their knowledge of research design, improve their ability to analyze and critique research literature, and communicate clearly as they expand their identities as scholars. This course is designed to support students as they begin to formulate and write the proposal for their dissertation.

Required texts:

1. Vogt, W. P., Garnder, D. C., & Haeffele, L. M. (2012). *When to use what research design*. New York, NY: Guilford.
2. Machi, L. A., & McEvoy, B. T. (2012). *The literature review: Six steps to success* (2nd ed.). Thousand Oaks, CA: Corwin.

Supplemental resources:

3. **Wiki:** <http://cidocstudents2012.wikispaces.com/home>
4. **A journal** for recording your understandings, questions, and reflections.
5. **Other resources** such as academic journals are required to complete course assignments.
6. **Reference:** American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

GSE Membership in the *Carnegie Project on the Education Doctorate (CPED)***Purpose of the Professional Doctorate**

“The professional doctorate in education prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and for the stewardship of the profession.”

Scholarly Practitioner

Professional doctorates prepare Scholarly Practitioners. “Scholarly Practitioners blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice. They use practical research and applied theories as tools for change because they understand the importance of equity and social justice. They disseminate their work in multiple ways, and they have an obligation to resolve problems of practice by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals.”

Program Principles (CPED Working Principles)

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
6. Emphasizes the generation, transformation, and use of professional knowledge and practice.

Essential Questions for *CI Specialization Research Seminar*

1. What do scholarly practitioners engage in communities of practice?
2. How do scholarly practitioners use practical research and applied theories as tools for change to examine issues of equity and social justice?
3. How do scholarly practitioners develop and demonstrate collaboration skills to work in diverse communities and build meaningful partnerships?

Course Objectives by Specialization Themes**1. Agency and Identity**

- Reflect on participation in a community of practice to support the writing a literature review

2. Leadership

- Reflect on leadership experiences related to your work as a scholarly practitioner

3. Communication and Research

- Describe a problem of practice to investigate including (a) the background of the problem, (b) a statement of the problem, (c) significance of the problem, and (d) definitions of key terms.
- Develop a literature review including (a) theoretical framework and (b) review of the research literature.
- Identify the conceptual, procedural, and ethical considerations when using observational and archival research methods.

4. Social Justice

- Identify the underlying issues around equity and social justice related to your problem of practice

Course Assignments**1. Agency and Identity****[10 %]**

You will “act on your passion” by participating in a community of practice. Specifically, you will participate in a community of practice that focuses on the development and writing of a literature review. You will reflect on your experiences related to participating in a community of practice with a specific focus (i.e., writing a literature review).

Expectations:

- **Journal:** Chronicle your activities, information, questions, thoughts, and reflections related to participation in a community of practice about the literature review in your professional journal. [Submit photocopy to D2L dropbox] ***DUE: March 14th***.

2. Leadership**[10%]**

You will “act on your passion” by continuing to pursue leadership opportunities related to being a scholarly practitioner in academic, community, or professional settings. Reflect on your leadership experiences.

Expectations:

- **Journal:** Record your leadership experiences across academic, community, or professional settings in your professional journal. [Submit photocopy to D2L dropbox] ***DUE: March 14th***.

3. Communication and research**[70 %]**

You will dig deeper into the description of the problem of practice and the development of the literature review. You will also become acquainted with observations and the use of archival methods in research.

Expectations:

- **Problem of Practice:** Articulate clearly a problem of practice that includes (a) the background of the problem, (b) a statement of the problem, (c) significance of the problem, and (d) definitions of key terms.
Draft 1: [Submit to D2L dropbox] ***DUE: Jan. 24th***
Draft 2: [Submit to D2L dropbox] ***DUE: Feb. 14th***
- **Literature Review:** Develop a coherent literature review that includes (a) a theoretical framework and (b) a review of the research literature.
Draft 1: [Submit to D2L dropbox] ***DUE: Feb. 28th***
Draft 2: [Submit to D2L dropbox] ***DUE: Mar. 17th***
- **Research:** Describe in class meetings the conceptual, procedural, and ethical considerations when using observational and archival research methods. Develop presentation and succinct handout to share in class.
Observation Methods Group: ***PRESENT: Feb. 21st***
Archival Methods Group: ***PRESENT: Mar. 14th***

4. Social Justice**[10 %]**

You will identify equity and social justice issues connected to your problem of practice. To this end, you will describe the connection in written assignments (e.g., problem of practice, literature review) and in collegial discourse.

Expectations:

- **Written Assignments and Class Discussion:** Specify the equity and social justice issues related to your problem of practice in written assignments and class discussion. [Submit within respective drafts of problem of practice description and literature review.]

Course Objectives, Standards, and Assessments

Course Objectives	Standards	Assessments
Students will:		
Agency and Identity		
<ul style="list-style-type: none"> • Reflect on participation in a community of practice to support the writing a literature review 	CF: 2.2, 3.3 CPED: 3, 5, 6	Entries in professional journal.
Leadership		
<ul style="list-style-type: none"> • Reflect on leadership experiences related to your work as a scholarly practitioner 	CF: 3.3 CPED: 2	Entries in professional journal

Course Objectives	Standards	Assessments
Students will:		
Communication and Research		
<ul style="list-style-type: none"> Describe a problem of practice to investigate including (a) the background of the problem, (b) a statement of the problem, (c) significance of the problem, and (d) definitions of key terms. 	CF: 2.2, 4.1 CPED: 1, 5, 6	Problem of practice description that aligns with the components of the dissertation proposal.
<ul style="list-style-type: none"> Develop a literature review including (a) theoretical framework and (b) review of the research literature. 	CF: 2.2 CPED: 3, 5, 6	Literature review that aligns with components of the dissertation proposal.
<ul style="list-style-type: none"> Identify the conceptual, procedural, and ethical considerations when using observational and archival research methods. 	CF: 2.1, 2.2 CPED: 1, 5	Small group presentation of the conceptual, procedural, and ethical aspects of research method.
Social Justice		
<ul style="list-style-type: none"> Identify the underlying issues around equity and social justice related to your problem of practice 	CF: 1.2 CPED: 1, 5	Written assignments (e.g., problem of practice, literature review) and observation of class discussion

Overall Evaluation Criteria

- Application of key concepts as evidenced by the individual and group assignments.
- Written work is organized and conforms to APA style. Please note that written assignments may be revised and resubmitted.

Schedule

	Date	Topics/Activities	Assignments
1	Friday Jan. 10th 5:00pm-9:00pm	Freewrite Course overview: Syllabus & map Communities of Practice Draft Rubric: Dissertation Proposal The Literature Review Developing the argument Survey the literature	READ: Machi & McEvoy, Chapters 3 & 4 VIEW: YouTube video http://www.youtube.com/watch?v=GRDYspT1u68 WRITE & IDENTIFY: One claim related to your problem of practice (see Machi & McEvoy pp. 70-73)
	Friday Jan. 24 th		DUE: Problem of practice description (Draft 1)
2	Friday Jan. 31 st 5:00pm-9:00pm	Problem of Practice Description Literature Review Writing arguments Survey the literature Collaborate in Community of Practice	READ: Machi & McEvoy, Chapters 5 & 6

	Friday Feb. 14 th		DUE: Problem of practice description (Draft 2)
3	Friday Feb. 21st 5:00pm-9:00pm	Problem of Practice Descriptions Literature Review Theoretical Framework Review of Research Literature Collaborate in Community of Practice Naturalistic and Observation Designs	READ: Vogt et al. Ch. 4, 10, 16 PRESENT: Observation methods (small group presentation)
4	Saturday Feb. 22 nd 9:00am-1:00pm	Collaborate in Community of Practice Writing Workshop	BRING: Laptops and drafts of writing
	Friday Feb. 28 th		DUE: Literature Review (Draft 1)
5	Friday Mar. 14th 5:00pm-7:00pm	Literature Review Review of Research Literature Collaborate in Community of Practice Archival Designs	READ: Vogt et al. Ch. 5, 11, 17 PRESENT: Archival methods (small group presentation)
	Mon. Mar 17 th		DUE: Literature Review (Draft 2)

Bibliography

- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.
- Fink, A. (2010). *Conducting research literature reviews: From Internet to paper* (3rd ed.). Thousand Oaks, CA: Sage.
- Graff, G., & Birkenstein, C. (2009). *"They say / I say": The moves that matter in academic writing* (2nd ed.). New York, NY: W. W. Norton.
- Hardre, Patricia L. (2013). Teaching assistant development through a fresh lens: A self-determination framework. *Journal of Faculty Development*, 27(2), 52-61.
- Hendricks, C. (2013). *Improving schools through action research: A comprehensive guide for educators* (3rd ed.). Upper Saddle River, NJ: Pearson.
- Mills, G. E. (2010). *Action research: A guide for the teacher researcher* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Plano Clark, V. L., & Creswell, J. W. (2010). *Understanding research: A consumer's guide*. Upper Saddle River, NJ: Pearson.
- Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing*. Washington, DC: American Psychological Association.

WIKI

CI Doctoral Students Program Wiki. Available at <http://cidocstudents2012.wikispaces.com/>

Policies

Late assignments	Late assignments will not be accepted unless prior permission has been granted. Late assignments can be submitted to instructors' mailbox, by email, or directly to the instructors.
Attendance & tardiness	Students are expected to attend the class sessions. If there is an exceptional reason for absence, the student should contact the instructors. This communication can be in person, by email, or by telephone.
Classroom demeanor & courtesy	Because students may not share the same opinions on different topics in this class, it is important to honor the opinions and ideas of others. We expect all students to show respect and courtesy for all members of this class at all times.
Incompletes	PSU has an explicit policy on Incompletes. Instructors are not obligated to assign an Incomplete (I) grade and that four criteria must be met to assign an Incomplete. See http://www.pdx.edu/ogs/incomplete-grades
Academic integrity	<p>PSU Student Conduct Code # 577-031-0136: Proscribed Conduct by Portland State University. The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action:</p> <p>(1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.</p> <p>(2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.</p>
Returning student work	Due to FERPA guidelines, student work must be returned directly to students. In this course, instructors will return student work either in class or by email.